

<i>Literacy Weekly Plan- Formal/Impersonal Writing</i>	<i>Year 2010</i>	<i>Term 2</i>	<i>Week 3 Monday 22nd February 2010</i>
<i>Speaking & Listening Objectives/</i> 1. Speaking • Use the techniques of dialogic talk to explore ideas, topics or issues 2. Listening and responding • Identify the ways spoken language varies according to differences in the context and purpose of its use 3. Group discussion and interaction • Understand and use a variety of ways to criticise constructively and respond to criticism	<i>Reading objectives</i> 7. Understanding and interpreting texts * Understand how writers use different structures to create coherence and impact 8. Engaging with and responding to texts * Compare how writers from different times and places present experiences and use language	<i>Writing objectives</i> 6. Word structure and spelling * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 9. Creating and shaping texts * Set their own challenges to extend achievement and experience in writing * Select words and language drawing on their knowledge of literary features and formal and informal writing * Integrate words, images and sounds imaginatively for different purposes 10. Text structure and organisation * Use varied structures to shape and organise texts coherently 11. Sentence structure and punctuation * Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways * Use punctuation to clarify meaning in complex sentences 12. Presentation Select from a wide range of ICT programs to present text effectively and communicate information and ideas	

Key Vocabulary: recommendation, suggestion, emphasize, prohibited, eligible, refrain, request, deposit, suitable/unsuitable, proceed, notified, publication, currently, declaration, excepting, subject to availability

Learning Objective:

Children can plan a presentation of non-fiction information that combines writing with different modes of communication into an interactive ICT text.

Children can evaluate their own work and that of others against agreed criteria.

<i>Day</i>	<i>Whole Class/introduction</i>	<i>Activity/Differentiation</i>	<i>Plenary</i>	<i>Resources</i>
Teaching sequence Phase 4 Continued – Writing and creating, presenting and evaluating (5 days) Children draft, refine and finally present their tour, evaluating its impact on an audience and evaluating their work against previously agreed success criteria.				
<i>One</i> <i>L.O: to write a section of their pamphlet.</i>	<i>Word:</i> Prefix Challenge Collins Unit 15 <i>Text:</i> Refer back to evaluation criteria. Model writing a second section of the pamphlet.	Children continue to write their pamphlets, referring to criteria.	Share in pairs, WWW, EBI.	evaluation criteria

<p><i>Two</i></p> <p><i>L.O: to complete their pamphlet.</i></p>	<p>Sentence:</p> <p>Adverbs activity on IWB.</p> <p>Text:</p> <p>Have scanned in a copy of a student's work from last week. As a class make suggestions for improvement. WWW, EBI</p> <p><i>Ask students to focus on their writing goal today.</i></p>	<p>Children continue to write their pamphlets, referring to criteria, and keeping in mind their goal.</p> <p>They must be finished today.</p>	<p>Go around the class and each say the sentence (finishing it)..</p> <p>"I think my pamphlet is great because" (as a reflection.</p>	
<p><i>Three</i></p> <p><i>L.O: lead a tour of Legend Garden Campus, based on their pamphlet.</i></p>	<p>Presenting to parents.</p> <p>And parents fill in an evaluation</p>			<p>Parent Evaluation</p>

<p><i>Four</i></p> <p><i>L.O: to compare their own evaluation to the parent evaluation.</i></p>	<p>Sentence:</p> <p>Adverbs – Collins Unit 5</p> <p>Text: Evaluation Analysis</p> <p>As a class on the IWB.. tally up the responses of the parent evaluations, so you get an overall view of the feedback. Use the data to write concluding sentences on their WBs.</p> <p><i>Students complete the self evaluation.</i></p> <p>As a class on the IWB.. tally up the responses of the self evaluation, so you get an overall view of the feedback. Use the data to write concluding sentences on their WBs.</p>	<p>Students take the two overviews of feedbacks and complete the worksheet on a final evaluation analysis. Glue sheet into their books.</p>		<p>Self & Parent evaluations</p>
<i>Guided Reading Day</i>				
<p><i>Spelling</i></p> <p><i>Handwriting</i></p>				

Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<p>LS: Spelling/Word/Sentence</p> <p>Complete ‘Using adverbs’ sheet. For the extension activity at the bottom they should use a piece of work from their guided reading workbooks.</p>	<p>I : Listening Post</p> <p>Horrible Histories : The Rotten Romans</p>	<p>LS: Guided Reading</p> <p>Pelican Mountains. Read Pages 12-16: <i>Climbing Mountains</i>. Children to complete Reading Comprehension CM 15. LS to ask AF4 & AF6 questions and record.</p>	<p>Pelican Guided Reading and Writing Mountains. CM15</p> <p>Horrible Histories CD</p> <p>Using Adverbs P14</p>

				Developing Literacy: Sentence Level
2	TA: Guided Reading Pelican Mountains. Read Pages 17 – 20: <i>Mountain Sports</i> . Children to complete Reading Comprehension CM 16. TA to ask AF4 & AF6 questions and record.	LS: Spelling/Word/Sentence Complete ‘Using adverbs’ sheet. For the extension activity at the bottom they should use a piece of work from their guided reading workbooks.	I: Listening Post: Horrible Histories : The Rotten Romans	Pelican Guided Reading and Writing Mountains. CM16 Horrible Histories CD Using Adverbs P14 Developing Literacy: Sentence Level
3	T: Spelling/Word/Sentence Complete ‘Adverbial arrows’ worksheet. Complete extension activity in guided reading books.	TA: Guided Reading Pelican Writing Mountains “ <i>Surviving Mountain Weather</i> ” Pages 21-31. Children complete Reading Comprehension CM17 Assessment Lesson: AF4 (<i>identify and comment on structure and organization</i>) AF6 (<i>identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader</i>). Chn answer questions, teacher records responses.	T Spelling/Word/Sentence Formal Explanations. Pelican Mountains CM6. Chn write informal explanations in a more formal style. Use Mountain books to support.	Pelican Guided Reading and Writing Mountains. CM17 and CM6 Adverbial Arrows P34 Developing Literacy: Sentence Structure & Punctuation
4	I: Listening Post:	TA: Spelling/Word/Sentence	T: Guided Reading	Pelican Guided Reading and Writing

	Horrible Histories : The Rotten Romans	Complete 'Adverbial arrows' worksheet. Complete extension activity in guided reading books.	Mountains: Read Pages 27 – 30: Mountain Rescue. Assessment Lesson: AF4 (<i>identify and comment on structure and organization</i>) AF6 (<i>identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i>), Chn answer questions, teacher records responses.	Mountains. CM17 Adverbial Arrows P34 Developing Literacy: Sentence Structure & Punctuation Horrible Histories CD
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